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ABSTRACT

This paper presents a general model that state and local educational agencies can follow in implementing Chapter 1 requirements for student program improvement. The model follows Chapter 1 statute and regulations, focuses efforts at program improvement on the educational needs of individual students, and is general enough that it can be adapted to the particular needs of schools and children in any local educational agency. The first part of the paper suggests administrative procedures for state and local educational agencies in implementing the requirements for student program improvement including the following five steps: (1) identify; (2) assess; (3) plan; (4) implement; and (5) monitor. A second part presents an assessment-action model focused on five principles with tips for application of those principles to help school staffs plan and implement student program improvement. The third part presents the following six monitoring and recording tools that local agencies can use to record assessment results and recommendations for individual students and for reporting to state educational agencies: (1) Student Program Implementation Check; (2) Numbers of Students Identified for Program Improvement after One Year; (3) Local Education Agency Aggregate Summary of Students Identified for Program Improvement; (4) Description of Procedures for Student Program Improvement; (5) Summary of Assessment Result and Recommendations for Program Improvement; and (6) Assessment Record and Recommendations for Program Improvement. The paper includes 12 references. (JB)

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IMPLEMENTING CHAPTER 1 STUDENT PROGRAM IMPROVEMENT IN STATE AND LOCAL EDUCATIONAL AGENCIES

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Chapter 1 law and regulations require local educational agencies to monitor the progress of each student who receives Chapter 1 services and to take steps to improve the performance of students not achieving the standards set for them. The importance of efforts to monitor and improve student achievement has been emphasized by Mary Jean LeTendre (1991): "Student improvement must be the centerpiece of any Chapter 1 project....The new Chapter 1 is intent on increasing ... the quality of instructional services available to Chapter 1 students. Quality will be increased ...through setting [high] expectations and through promoting the process of program improvement for every Chapter 1 project."

This paper presents a general model that state and local educational agencies (SEA, LEA) can follow in implementing Chapter 1 requirements for student program improvement. The model has three important features. First, it follows directly from the Chapter 1 statute and regulations. Second, it focuses efforts at program improvement on the educational needs of individual students. Third, it is general enough that it can be adapted to the particular needs of schools and children in any local educational agency.

This paper is organized into three parts. The first part suggests Administrative Procedures for state and local educational agencies in implementing the requirements for student program improvement. The second part presents an Assessment - Action model to help school staffs plan and implement student program improvement in a principled manner. The third part presents Monitoring and Recording Tools that local educational agencies can use to record assessment results and recommendations for individual students and for reporting to state educational agencies.

PART ONE
ADMINISTRATIVE PROCEDURES FOR STATE AND LOCAL EDUCATIONAL AGENCIES IN IMPLEMENTING STUDENT PROGRAM IMPROVEMENT

Regulations Regarding Student Program Improvement

Section 1021 of the Elementary and Secondary Education Act, Section 200.38 of the Chapter 1 Regulations, and the Chapter 1 Policy Manual define the responsibilities of local schools for improving Chapter 1 services for individual students. In essence, a local educational agency is required to use results from Chapter 1 evaluations and annual reviews to do the following:

1. Identify all students who have been served for a school year and who have not met program standards. A student can fail to meet the program standards in

two ways: by failing to make the required achievement gain in NCE units or by failing to make substantial progress towards the desired outcomes. "Substantial progress" is defined by the local educational agency in its statement of desired outcomes as part of the Chapter 1 application. Schools must consider improving Chapter 1 services for students who have not met the standards after participating for one year.

2. Conduct a thorough assessment of the educational needs of children who, after two consecutive years of participation, have not met the program standards. The results of the needs assessment must, if appropriate, be used to modify the Chapter 1 project to meet the needs of these children.

Interpreting requirements for student program improvement in a manner consistent with requirements for school program improvement implies that student program improvement should include the following activities:

--- identify students for program improvement,
--- conduct a thorough assessment of the educational needs of students who have not met program standards after two consecutive years of participation,
--- incorporate assessment results into plans for program improvement,
--- implement the program improvement plans,
--- monitor the effects of those plans after they are implemented.

The overall process of student program improvement thus consists of the following five steps:

IDENTIFY
ASSESS
PLAN
IMPLEMENT
MONITOR

The main components of the student program improvement model may be remembered by the convenient, if inelegant, acronym "IAPIM".

Unfortunately, the law and regulations leave two key elements of student program improvement unresolved. First, the scope and focus of the required assessment are not

defined. The regulations say only that assessment must be sufficient to determine the specific educational needs of identified students. Second, in contrast to the detailed requirements which state and local educational agencies must follow in developing plans for improving school programs, the regulations give no specific guidelines about developing plans for student program improvement. The regulations say only that a local educational agency is not required to develop an individual educational plan for each student.

I propose that state and local educational agencies preparing to implement student program improvement consider the following guiding principles:

--- Local educational agencies have information about their students and their programs, as well as primary responsibility for them. Consequently, LEAs must assume the initiative for developing appropriate improvements to student programs.

--- Chapter 1 law assigns to the SEA the responsibility for monitoring LEA activity in terms of Chapter 1 requirements and state goals.

--- Procedures for student program improvement should not excessively burden school, district, and state staffs.

--- Program improvement activities should be coordinated within the LEA among regular programs, special education, counseling and assessment, curriculum, and other services.

SEA Procedures For Student Program Improvement

I propose that the role of the state educational agency in implementing student program improvement includes the following:

--- Require LEAs to report annually the number of students identified for program improvement in two categories: (1) students identified after one year of participation, (2) students identified after two consecutive years of participation.

--- Require LEAs to report annually (1) the nature of thorough assessment; (2) a general description of improvement plans developed for students requiring them after two years of participation.

--- Require LEAs to develop procedures for conducting the "thorough assessment" required by the Chapter 1 statute and to apply the procedures uniformly throughout the LEA.

--- Require LEAs to submit once every three years an evaluation of the progress of Chapter 1 participants who (1) were identified for student program improvement (2) received a thorough assessment (3) received program improvement for one year.

--- Require LEAs to identify the weaknesses of individual programs if significant numbers of Chapter 1 participants fail to make progress after two years and fail to make progress after receiving student program improvement.

--- Require LEAs to maintain records of identified students, assessment results, program improvement plans, and students' progress under program improvement activities.

--- The SEA will assist LEAs in developing procedures for conducting the thorough assessment and developing procedures for student program improvement.

--- Once every three years, LEAs will submit to the SEA an evaluation of the progress of Chapter 1 participants who (1) were identified for student program improvement (2) received a thorough assessment (3) received program improvement for one year.

LEA Procedures For Student Program Improvement

I propose the following as appropriate procedures for the local educational agency to follow in implementing student program improvement:

--- The LEA should develop assessment procedures appropriate to the ages and grade levels of the children to be assessed. Assessment procedures will be applied uniformly as appropriate to children of particular ages and grades throughout the LEA.

--- Assessment results should be reviewed by a team which includes both Chapter 1 and regular teachers, building administrators, assessment specialists, and

where appropriate, specialists in curriculum, special education, and early childhood. This team will use the assessment results in planning appropriate improvements to the educational programs of identified students.

--- The LEA should maintain records of students identified, assessment results, planning team recommendations, monitoring, and follow-up.

--- The LEA will identify the weaknesses of individual programs if significant numbers of Chapter 1 participants fail to make progress after two years and fail to make progress after receiving student program improvement. [See (200.88(a)(1) of the Chapter 1 Regulations].

Timelines

I propose the following as general guidelines concerning timelines for implementing student program improvement:

--- Assessment should begin immediately following identification.

--- Improvements to the student's program should be implemented as close as is reasonably possible to the beginning of the first term or semester following identification. Thus a student identified for program improvement during a fall term should receive improvements beginning no later than the following spring term; a student identified during a spring term should receive improvements no later than the following fall term.

--- Monitoring the performance of students receiving program improvement takes place as part of the regular cycles for evaluation and annual review.

PART TWO
AN ASSESSMENT - ACTION MODEL
FOR STUDENT PROGRAM IMPROVEMENT

The Roots Of School Failure

Students are selected for Chapter 1 services because their educational attainment is below the level that is appropriate for children their age. Consequently, if a child has not met program standards after two years of participation, it is both ethically and legally imperative

to develop interventions based on thorough assessment of that child's educational needs. This paper presents a model for conducting this assessment. This model will guide school staff in conducting assessments and using the assessment results in improving their Chapter 1 programs.

Following Sattler (1988), it is convenient (though oversimplified) to identify general classes of factors contributing to school failure according to their roots within the individual or within the environment.

Individual factors include:

--- Neuropsychological: deficits in memory, reasoning, processing, and attention.

--- Physical: vision, hearing, and other sensory and motor deficits.

--- Experiential: reduced exposure to schooling through absenteeism or intervening problems such as limited proficiency in English.

--- Temperament: problems such as anxiety, adjustment disorders, or psychopathology.

Environmental factors include:

--- School: school perceived as unsafe or unfriendly, teaching materials and methods not suited to the child's needs, cultural differences between child and school staff.

--- Home: abuse or neglect, illiteracy, inadequate support for home study, caregivers' rejection of school values.

--- Peer group: school is not highly valued by peers, peers are hostile or rejecting towards the child.

A multitude of factors are associated with failure in school, some more amenable than others to intervention through schooling. Berk (1988) has identified 50 factors which influence a teacher's effectiveness and are beyond the teacher's control. The premise underlying the model presented here is that a necessary first step in designing appropriate and effective interventions is a comprehensive assessment of learning problems, with special focus on those problems for which proven remediation exists.

The general purpose of the assessment of educational needs required for student program improvement is to determine the factors which impede the child from reaching the goals of Chapter 1, namely,

--- succeeding in the regular school program
--- attaining grade-level proficiency
--- improving achievement in basic and more advanced skills

In addition, to be useful in developing effective interventions, the assessment should determine the specific factors which impede the child from attaining the specific desired outcomes of the local Chapter 1 project. Assessment should thus focus on providing answers to the following questions:

--- Which specific characteristics of the child interfere with learning?
--- Which specific characteristics of the program interfere with the child's learning?
--- What characteristics of the program can be changed to meet the needs of the child?

The Assessment - Action Model

The Assessment-Action model incorporates philosophies and procedures from a number of sources: the National Academy of Science Panel on the Selection and Placement of Students (Heller, et al., 1982); policy statements by the American Academy of Pediatrics (1986), the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education (1991); technical guides for testing practices (American Educational Research Association, et al., 1985); research on adapting instruction to individual differences among learners (Corno and Snow, 1986); on school effects (Good and Brohpy, 1986), and on effective teaching practices (Brophy and Good, 1986; Rosenshine and Stevens, 1986); and standard texts on assessment (Cronbach, 1990, Sattler, 1988).

The model has two components. The first, the **assessment component,** provides guidelines for determining the educational needs of Chapter 1 participants who have been identified for student program improvement. The second, the **action component,** provides guidelines for using the results of the assessment to improve curriculum and instruction to meet the needs of individual students. Assessment and action are integrated throughout the model, as they must be in practice if regulations concerning student program improvement are to be translated into interventions effective in raising achievement.

The objectives of the assessment-action model are as follows:

1. Determine the nature and extent of the factors which impede the child's learning.
2. Determine the child's specific areas of strength and weakness.
3. Develop a plan for improving the child's instructional program
4. Monitor the success of the plan and make changes as needed.

FIRST PRINCIPLE: The nature, quality, and appropriateness of the instruction should be assessed before the child is referred for comprehensive individual assessment.

1. Verify through objective evidence that the child has not learned what was taught. Evidence can include the following:

   --- Criterion-referenced tests tailored directly to the curriculum
   --- The child's achievement in the regular program, particularly in subjects supplemented by Chapter 1 instruction.
   --- Teacher assessments on skills checklists.
   --- Portfolios and work samples.

2. Determine the effectiveness of the curricular materials and approaches for the child's ethnic and socioeconomic background. Standardized achievement test data are one source of evidence. Another is performance of similar students in Chapter 1 and the regular program.

3. Determine whether the student had adequate opportunity to learn; that is, few absences or disciplinary exclusions from class. Check attendance records.

4. Determine whether the Chapter 1 curriculum been implemented effectively for the child.

   --- are instructional strategies matched to the child's individual learning style and strengths?
   --- was the child given clear instructions on the procedures and demands required to learn the material?
   --- was the child properly motivated?
   --- was the child given sufficient opportunities to gain access to the material - enough practice, homework, etc?

--- is material adapted so that is appropriate to the child's level?
--- are the child's efforts appreciated and, where appropriate, rewarded?
--- have instructional staff frequently engaged the child with meaningful questioning?
--- did instruction emphasize higher level skills such as problem-solving and independent thinking as well as memorization and recitation?
--- is instruction integrated or fragmented into workbooks, dittos, and other pre-fabricated kits?
--- is the student's progress monitored regularly and the results intrepreted for him or her?

SECOND PRINCIPLE: **Reasonable alternative instructional approaches should be tried before the child is referred for comprehensive individual assessment.**

1. Systematically identify sources of learning difficulty and introduce appropriate corrections. Possible areas of improvement include the following:

   --- change curricula
   --- change teachers
   --- provide tutorial assistance
   --- provide specialized practice
   --- teach generalizable cognitive skills and strategies useful in later problem solving and decision-making
   --- evaluate "studenting skills" -- how to practice, seek assistance, review, check, locate sources, access material, and so on --- and reinforce if needed.
   --- deal with problems student may have in getting along with teachers, coping with peers, dealing with parents about school, handling the nonacademic aspects of school life.
   --- providing additional time

2. Make a reasonable effort to provide the child with the combination of factors which best improve the achievement of that child.

THIRD PRINCIPLE: If the child's achievement does not improve after implementing curricular changes, the child should receive a comprehensive individual assessment. Assessment should focus on those functional skills which may be developed through intervention.

1. Assessment should include (a) intellectual skills, cognitive skills, and adaptive behavior and (b) screens for biomedical disorders. Functional skills which may be amenable to intervention include academically relevant skills (reading and mathematics), cognitive processing skills (generalization, self-monitoring), adaptive and motivational skills (impulse control, social skills), and physical skills related to learning (vision, hearing).

2. Assessment should include global intelligence and information-processing skills involved in comprehension, visualization, memory, reasoning, and judgment.

3. Assessment should include the child's physical health, including sensory and motor capabilities. Learning may be impaired in the presence of vision or hearing problems, psychomotor malfunctions, neurological or endocrine dysfunctions, physical trauma, hunger, or deprivation. Assessment in this area may require examination by a pediatrician.

4. Assessment should include the child's adaptive behavior; that is, the child's competence in meeting independent needs and the social demands of school. Emotional and behavioral deviance should be identified, if present, together with nonintellectual adaptive strengths. Findings may assist in developing intervention aimed at improving practical skills and reducing maladaptive behaviors.

FOURTH PRINCIPLE: The results of the comprehensive assessment and the child's learning history under different curricular conditions should be considered in consultation with regular program teachers, counselors, and administrators in formulating a plan to meet the child's educational needs.

1. The more severe the child's educational disadvantage and the more refractory the child's problems in response to intervention, the greater the need for imaginative improvement plans. As Mary Jean LeTendre (1991) said, "We cannot provide quality education in an environment of profound long-term poverty simply by applying traditional practices in a traditional organizational model."

2. The program improvement planning team should formulate clear goals for the child.

3. A record should be kept of the assessment findings and the recommendations of the planning team concerning program improvement.

4. In developing the intervention plan, staff should consider findings from the assessment in a number of areas (Sattler, 1988):

   Attention

   ---- Can the child maintain attention long enough to learn the task?
   ---- Does the child focus on essential components of the task?
   ---- How long can the child attend to different types of material?
   ---- What kinds of educational activities and tasks hold the child's attention?

   Motivation

   ---- What motivates the child to learn?
   ---- How does the child respond to praise, recognition, and appreciation?
   ---- Does the child recognize and value his or her own accomplishments?
   ---- On what kinds of educational activities and tasks does the child seem most motivated?

   Materials

   ---- Does the child prefer learning materials of particular colors, shapes, sizes, etc? Does the child have access to learning materials which are interesting to him or her?

   Rate

   ---- What rate of presentation best helps the child pay attention and participate actively in the instruction?
   ---- Does the child need different rates of presentation for different subjects and materials?

Modality

---- Does the student participate actively when instruction emphasizes visual, auditory, or tactile experiences, or particular combinations of these?

Content

---- What general areas of learning and specific topics are most interesting for the child?

Cueing

---- Which cues elicit correct responses?
---- Can the child be taught to produce his or her own cues?
---- Which type of cue is most effective (verbal, visual, gestural, or combination)?

Reinforcement

---- What forms of praise, recognition, or appreciation seem most reinforcing for the child?
---- How does reinforcement affect the child's performance?

Participation/Practice/Rehearsal

---- Does the child participate actively during instruction?
---- Does the child practice or rehearse independently?
---- Does additional practice improve the child's mastery of the material?
---- In what educational activities or tasks does the child readily participate?

Patterns of Performance

---- What learning strategies does the student use?
---- Does the student typically develop "buggy" algorithms when solving problems?
---- Will the student benefit from instruction in problem-solving or study skills?

Feedback and Correction

---- Does the student easily accept correction?
---- What forms of feedback help most?
---- How frequently does the student require feedback?
---- Does the child correct his or her work based on feedback?

Retention and transfer

---- How well does the child retain what was learned?
---- How well does the child apply what was learned to new situations?

FIFTH PRINCIPLE: The quality of the assessment/improvement process should be maintained at high levels.

1. The assessment process should be conducted in accordance with professional standards (American Educational Research Association, et al., 1985). Furthermore, the validity of the assessment process should be evaluated periodically (Messick, 1990). Improvements to the assessment protocols should be introduced as needed.

2. The child's progress in response to curricular and instructional changes implemented through the improvement plan should be evaluated periodically. If necessary, further changes should be introduced based on the needs identified by the assessment and the child's response to particular features of the improvement plan.

PART THREE
MONITORING AND RECORDING TOOLS

The following forms are useful in recording assessment results and recommendations for improvement and for reporting results to the state.

Page(s)	Name of form and description of use
15	Student Program Improvement Implementation Check --- This is used as part of LEA self-examination for compliance with basic Chapter 1 requirements for student program improvement.
16	Numbers Of Students Identified For Program Improvement After One Year --- This report to the SEA identifies schools and programs within schools where significant numbers of children are identified for student program improvement. This information is relevant to planning school program improvement and in the evaluation of the effects of school improvement plans after they are implemented.
17	LEA Aggregate Summary Of Students Identified For Program Improvement --- This report to the SEA aggregates information from previous report to the LEA as a whole.
18	Description Of Procedures For Student Program Improvement --- This report to the SEA describes the nature of the "thorough assessment required under 200.38(d) and how the LEA uses results in student program improvement.
19	Summary of Assessment Results And Recommendations for Program Improvement --- This is used within the LEA to summarize assessment results for individual students and recommendations for program improvement implemented on the basis of the assessment results.
20-22	Assessment Record And Recommendations For Program Improvement --- This is used within the LEA as a detailed record of assessment results for individual students and subsequent recommendations.

STUDENT PROGRAM IMPROVEMENT IMPLEMENTATION CHECK

DIRECTIONS: For each item, circle "Y" if your answer is "YES" and "N" if your answer is "NO." Explain each answer of "NO" on the back of this page.

1. Y N All students who have participated for one year and whose achievement shows no improvement or a decline or who have failed to make significant progress towards the desired outcomes have been identified.

2. Y N Improvement to the Chapter 1 program have been considered to serve those students better.

3. Y N All students who have participated for two consecutive years and whose achievement shows no improvement or a decline or who have failed to make significant progress towards the desired outcomes have been identified.

4. Y N The educational needs of these students have been thoroughly assessed.

5. Y N The results of the assessment have been used to plan improvements to the Chapter 1 program for these students.

6. Y N The process of considering improvements involves regular program teachers, building administrators, and Chapter 1 staff, and parents.

NUMBERS OF STUDENTS IDENTIFIED FOR PROGRAM IMPROVEMENT AFTER ONE YEAR

DISTRICT NAME: _____
NAME OF PERSON COMPLETING REPORT: _____

SCHOOL: _____

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

SCHOOL: _____

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

SCHOOL: _____

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

SCHOOL: _____

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

SCHOOL: _____

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

LEA AGGREGATE SUMMARY OF STUDENTS IDENTIFIED FOR PROGRAM IMPROVEMENT

DISTRICT NAME: _____
NAME OF PERSON COMPLETING REPORT: _____

NUMBERS OF STUDENTS IDENTIFIED FOR PROGRAM IMPROVEMENT AFTER ONE YEAR OF PARTICIPATION

LEA TOTAL

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

NUMBERS OF STUDENTS IDENTIFIED FOR PROGRAM IMPROVEMENT AFTER TWO CONSECUTIVE YEARS OF PARTICIPATION

LEA TOTAL

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
# IDENTIFIED														
# SERVED														

DESCRIPTION OF PROCEDURES FOR STUDENT PROGRAM IMPROVEMENT

DISTRICT NAME: _____
NAME OF PERSON COMPLETING REPORT: _____

Briefly describe how you conduct the "thorough assessment" required under 200.38 (d). Please describe which school staff are involved, what information is collected, and what instruments are used.

Briefly describe how results of the assessment are considered in improving programs for students.

Briefly describe changes to students' programs implemented as part of student program improvement activities. How are the effects of the changes monitored?

SUMMARY OF ASSESSMENT RESULTS AND RECOMMENDATIONS FOR IMPROVEMENT

NAME OF PERSON COMPLETING REPORT: _____

STUDENT'S NAME: _____

SCHOOL: _____

GRADE: _____

DATE: _____

ASSESSMENT RESULTS:

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT:

ASSESSMENT RECORD AND RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

DIRECTIONS: Complete this form for all students who are identified for program improvement after two years of Chapter 1 participation.

STUDENT'S NAME: _____
SCHOOL: _____ GRADE: _____

1. Identify the objective evidence which indicates that the child has not learned what was taught. (Check all sources of evidence which apply)

___ Criterion-referenced tests tailored directly to the curriculum
___ The child's achievement in the regular program, particularly in Chapter 1 subjects.
___ Teacher assessment on skills checklists and other instruments.
___ Portfolios and work samples.

2. Are the curricular materials and approaches appropriate for the child's ethnic and socioeconomic background?

YES NO

If you answered "NO", please do the following: (1) use the following space to describe why the materials or approaches are inappropriate and (2) include specific suggestions for improvement in item 9.

_____
_____
_____

3. Compared to other students of similar ethnic and socioeconomic backgrounds,

this child's achievement in the Chapter 1 program is

___ significantly lower ___ about the same ___ at higher levels

this child's achievement in the regular program is

___ significantly lower ___ about the same ___ at higher levels

4. Has the student had adequate opportunity to learn; that is, few absences or disciplinary exclusions from class? YES NO

5. Identify whether or not the following aspects of Chapter 1 instruction have been implemented effectively for the child. (Circle "Y" for "Yes" and "N" for "No".

Y N Are instructional strategies matched to the child's individual learning style and strengths?
Y N Was the child given clear instructions on the procedures and demands required to learn the material?
Y N Was the child properly motivated?
Y N Was the child given sufficient opportunities to gain access to the material - enough practice, homework, etc?
Y N Is material adapted so that is appropriate to the child's level?
Y N Are the child's efforts appreciated and, where appropriate, rewarded?
Y N Have instructional staff frequently engaged the child with meaningful questioning?
Y N Did instruction emphasize higher level skills such as problem-solving and independent thinking as well as memorization and recitation?
Y N Is instruction integrated or fragmented into workbooks, dittos, and other pre-fabricated kits?
Y N Is the student's progress monitored regularly and the results interpreted for him or her?

FOR EACH RATING OF "NO" IN ITEMS 4 AND 5 ABOVE, PLEASE GIVE SPECIFIC SUGGESTIONS FOR IMPROVEMENT IN ITEM 9.

---

6. Identify the "studenting skills" in which the child needs improvement (Check all that apply)

___ how to practice
___ how to check answers
___ how to locate sources of information
___ how to review what has been learned
___ the child needs no improvement in these areas
___ how to take notes
___ how to ask for help

7. If the child has problems in getting along with teachers, coping with peers, dealing with parents about school, or handling the nonacademic aspects of school life, briefly describe those problems here.

_____
_____
_____

8. Briefly give your overall conclusions about the nature, quality, and appropriateness of the Chapter 1 instructional materials and approaches for this child.

_____
_____
_____

9. RECOMMENDATIONS FOR IMPROVEMENT. Please place a check before the improvements which you recommend for this child. (Check all that apply). Use the space below to explain your recommendations.

___ change curricular materials or approaches
___ change teachers
___ provide tutorial assistance
___ provide specialized practice
___ teach generalizable cognitive skills and strategies useful in later problem solving and decision-making
___ provide additional instruction in Chapter 1 subjects
___ provide counseling on non-academic matters
___ provide training in "studenting skills" (see item 6)
___ other, please specify _____

_____
_____
_____
_____
_____
_____
_____

NAME OF PERSON COMPLETING REPORT: _____
DATE: _____

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